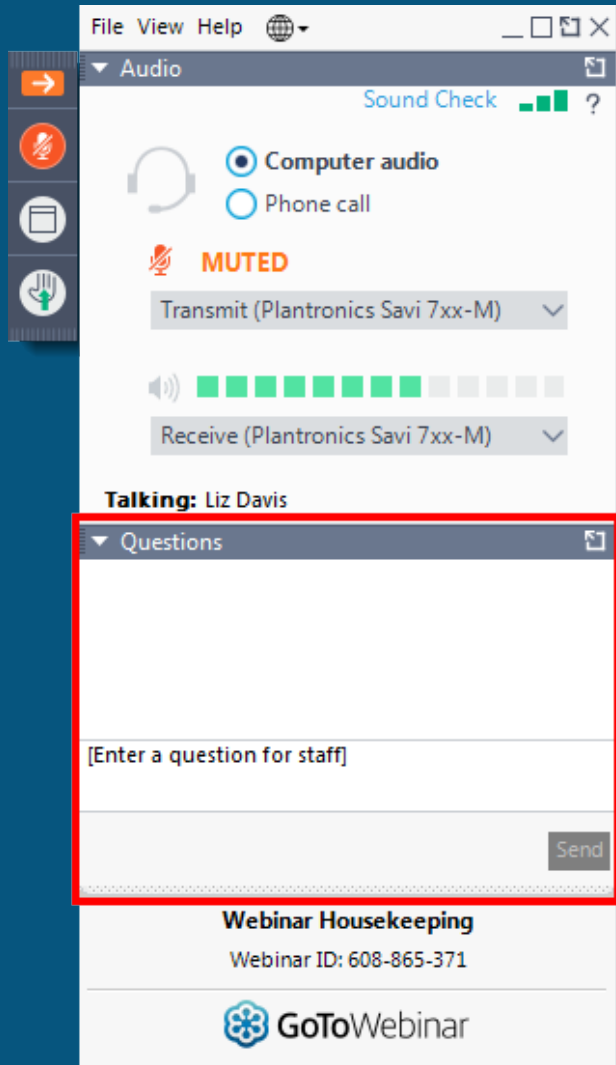


# **Governing in a time of chaos:** **Board Meetings in the Age of COVID and CRT**



September 13, 2021

# Housekeeping



At the end of the presentation, we will have a **Question and Answer** segment where we will try our best to answer all of your questions.

Please type your questions into the **Questions tab** of your Go To Webinar dashboard.

This is located on the **side of your screen**.

If you don't see the Webinar dashboard, it may be collapsed. Look for an **orange arrow** in the top right corner of your screen, click on that arrow and it will expand the dashboard.

# Today's Presenters

- **Troy Flint**, Chief Information Officer, CSBA
- **Vernon M. Billy**, CEO & Executive Director, CSBA
- **Dr. Naomi Bardach**, Lead, California Safe Schools for All Team
- **Meg Cutuli**, Trustee, Los Alamitos USD; Director, CSBA
- **Cindy Gardner**, Trustee, Rim of the World; Delegate, CSBA
- **Josh Daniels**, General Counsel, Oakland USD
- **Jerry Gallagher**, Partner, Donovan Group
- **Teri Vigil**, Trustee, Fall River USD; Governance Educator/Consultant, CSBA
- **Keith Bray**, General Counsel & Chief of Staff, CSBA

Statement from CSBA's  
CEO / Executive Director,  
Vernon M. Billy



# Dr. Naomi Bardach

Team Lead, California Safe Schools for All



# Acknowledgements

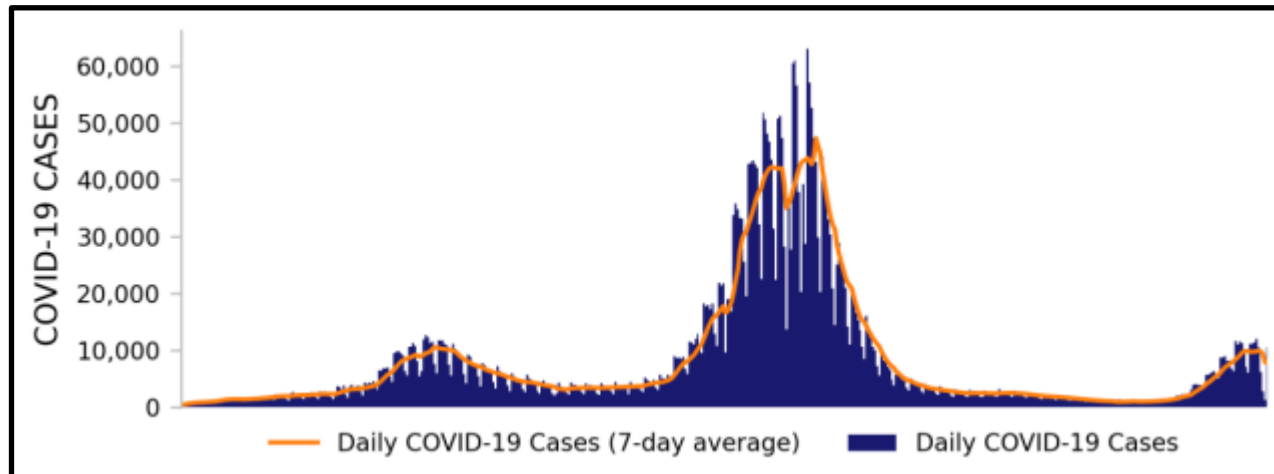
- Dr. Sohil Sud contributed substantially to the slides today. Associate Professor of Pediatrics at UCSF and Co-Lead of the CA Safe Schools for All Team.

# Overall Pandemic Schools Endeavor

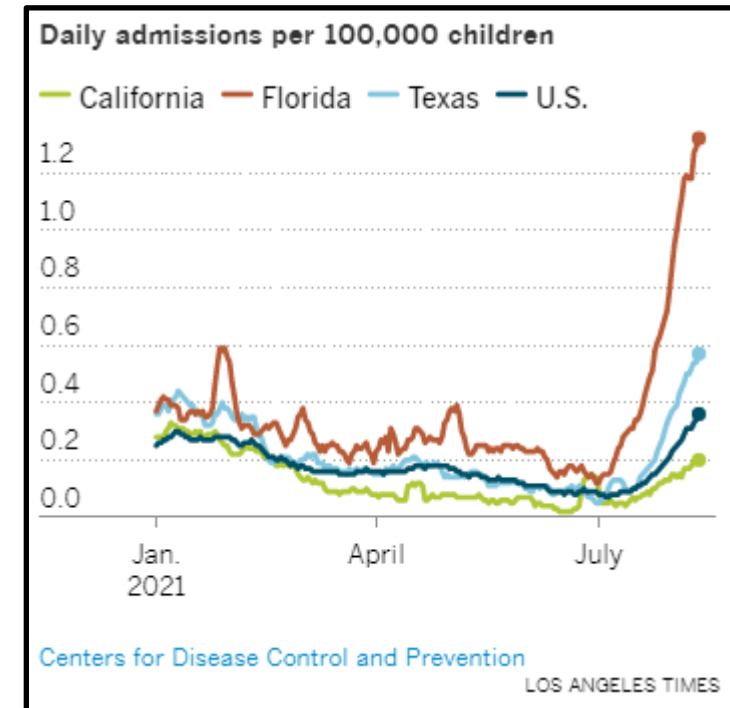
- We are always learning more and continue to focus on using evidence to achieve safe and successful schools.
- Twin goals, requiring a balance—safety and success.
  - Advocacy on both sides

# Current Outlook

Over **90%** of new cases in California are the Delta variant.



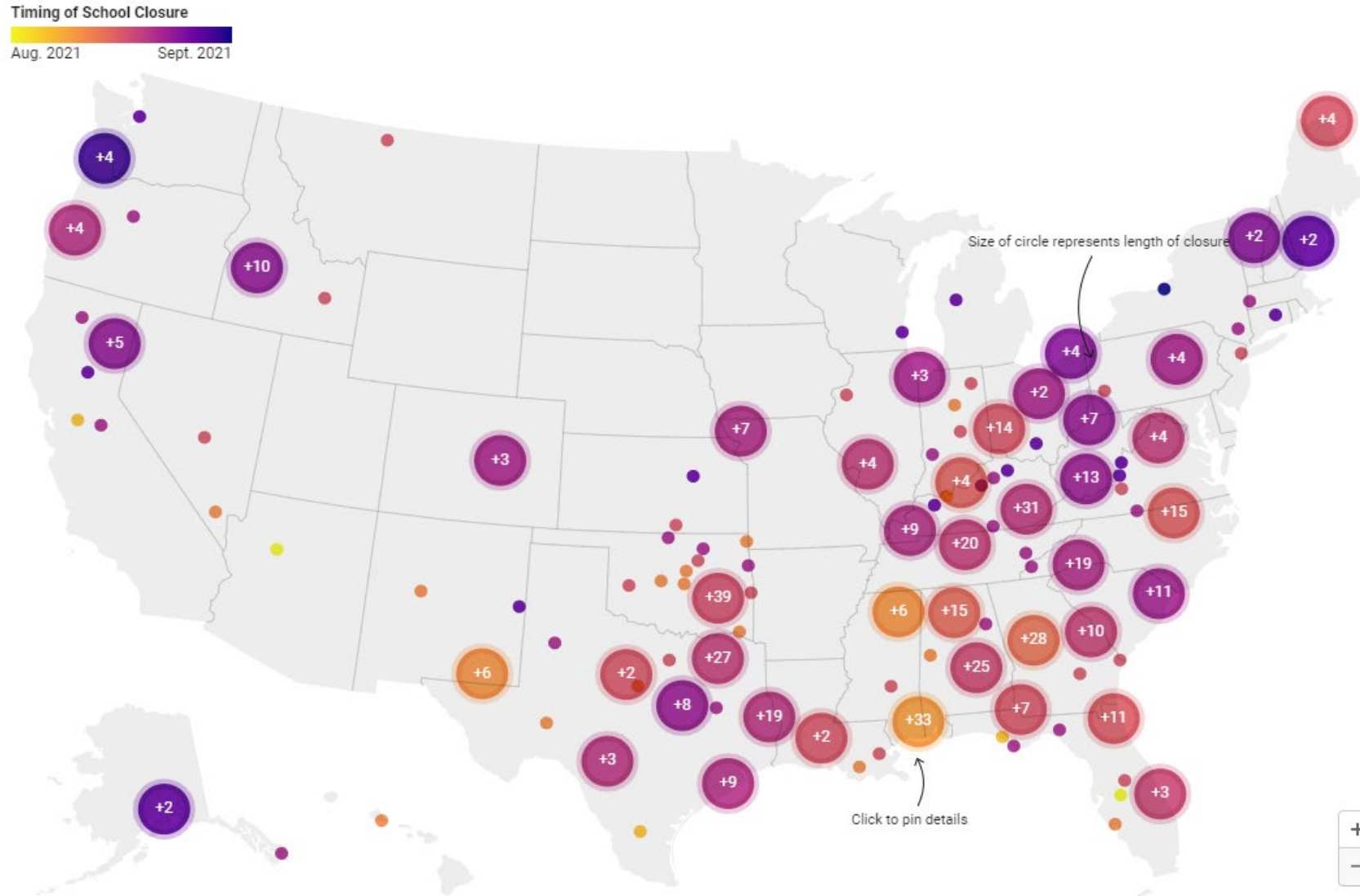
We are still very far from the Winter Surge and seeing signs that growth is slowing. Nevertheless, schools must plan and prepare for continued elevated rates.



We should learn from the experience of what is happening nationally.

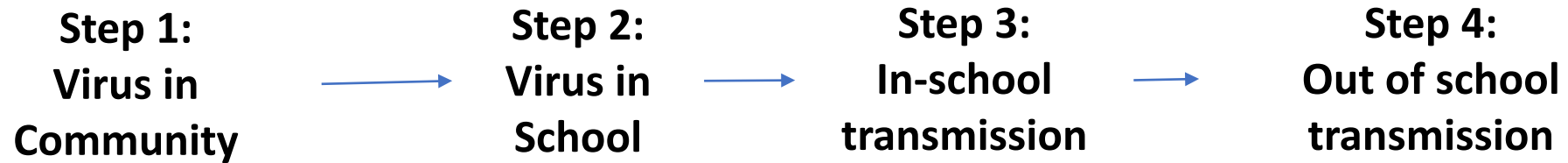


# National and State Context

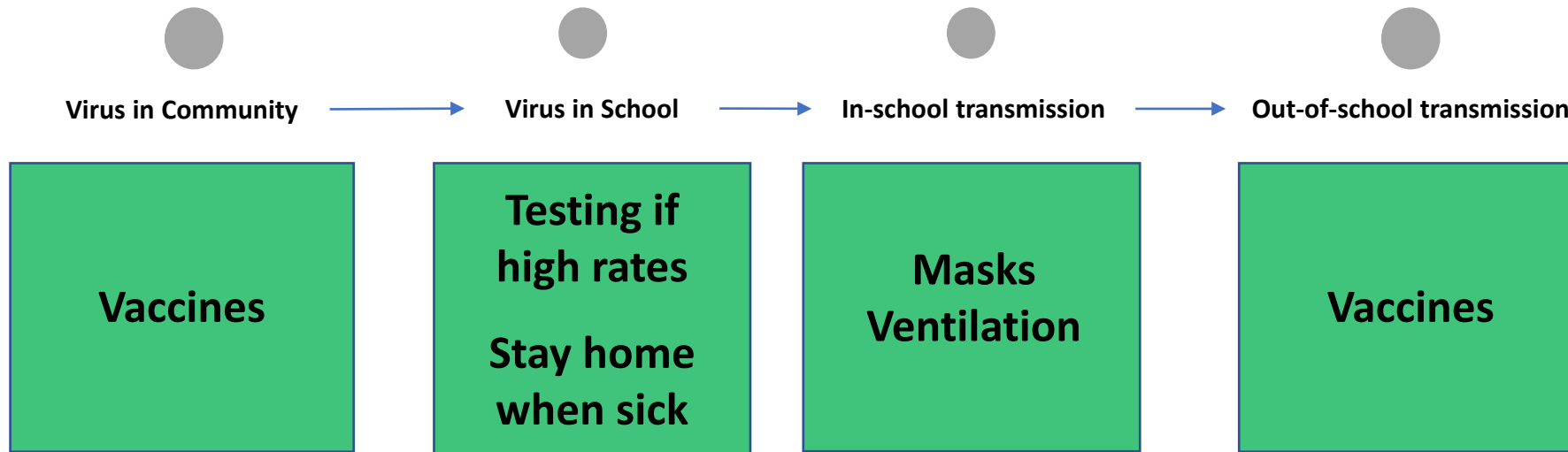


As of 9/12, in Burbio school [tracker](#)

# K-12 Guidance: Layers for K-12 school safety

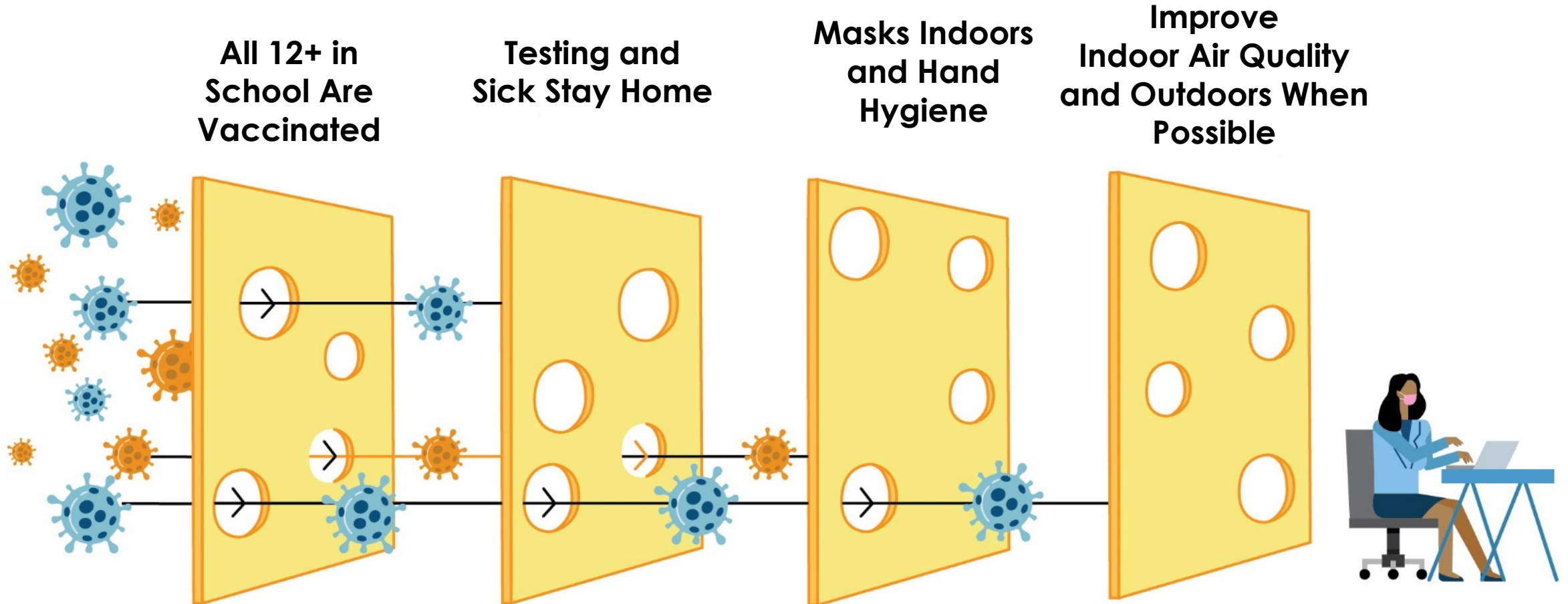


# K-12 Guidance: Layers for K-12 school safety



<https://schools.covid19.ca.gov/>

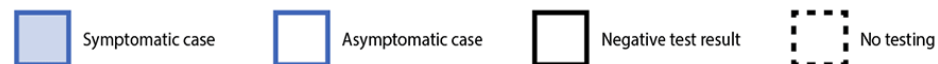
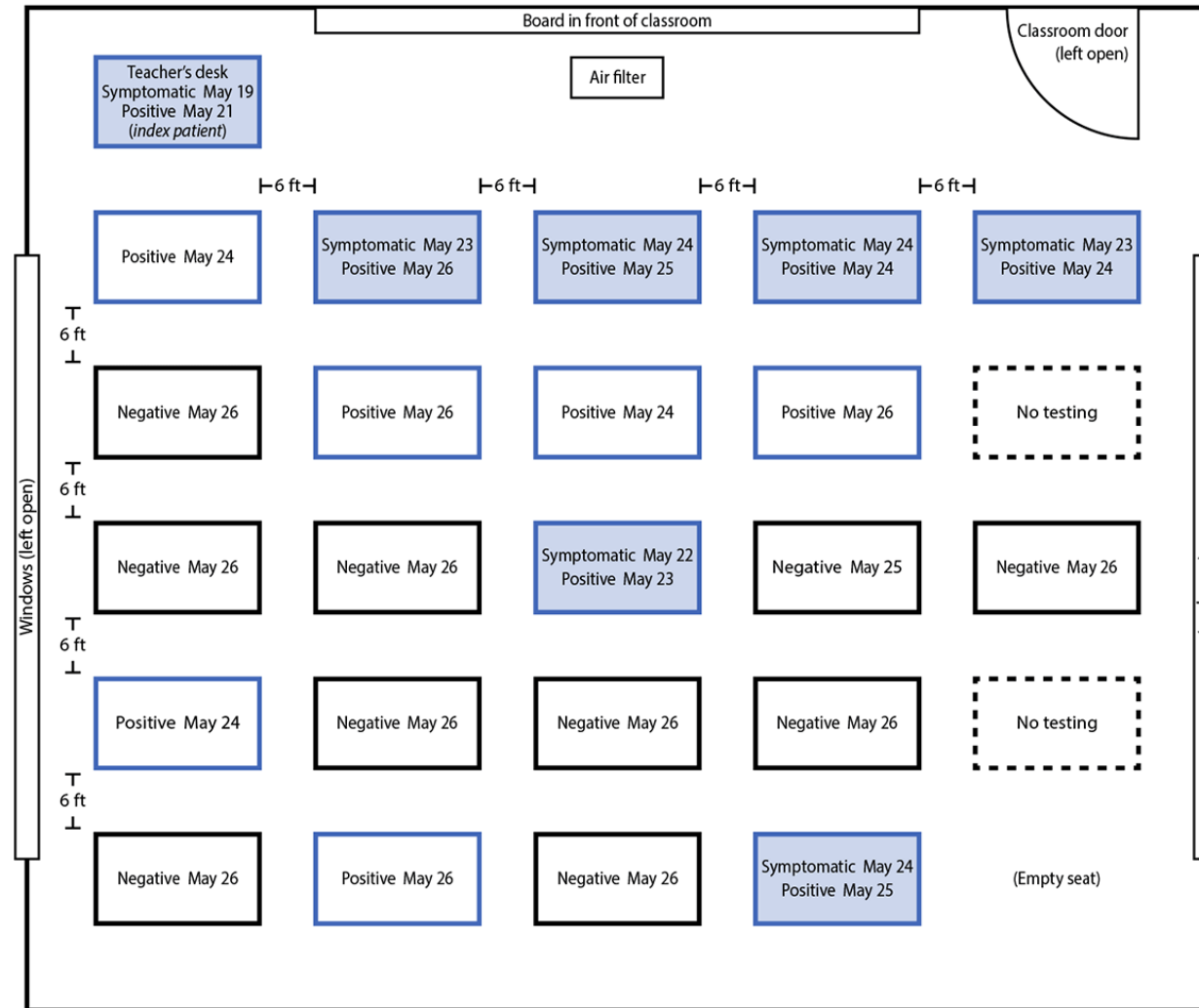
# Key Safety Layers: Making Schools the Safest Places in the Community



# How Have Things Changed with the Delta Variant?

Key Factors	What We Know
<b>Transmissibility</b>	<b>X</b> Delta is more than <b>2x</b> as contagious as previous variants. This is leading to the current surge in infections.
<b>Virulence and Severity of Symptoms</b>	<b>O</b> Still learning about this. Right now, children continue to develop severe symptoms less often than adults, as with previous variants. Delta's increased transmissibility means more cases of all types, including cases with severe symptoms. Unvaccinated people are more likely to have severe symptoms.
<b>Vaccine Effectiveness</b>	<b>✓</b> Vaccines are effective against Delta. Less than <b>1%</b> of vaccinated people experience a "breakthrough infection" ( <i>i.e.</i> , if you know 100+ people, you are likely to know someone) and less than <b>.005%</b> of COVID hospitalizations have been vaccinated people. Unvaccinated are <b>11x</b> more likely to get COVID. Those with breakthrough infections appear to be infectious for a shorter period of time.

# Outbreak in Marin Elementary School—Delta Associated, May 2021



# CA Schools Early Lessons Learned

## **Pattern #1: School-associated cases caused by non-school social events.**

**Example:** A suburban high school experienced high levels of cases due to a back-to-school party held the week before school.

**Example:** Multiple rural high schools in the same community experienced high levels of cases due to attendance at a local fair.

## **Pattern #2: Cases caused by symptomatic individuals who went to school while sick.**

**Example:** Two outbreaks associated with individuals (adults and children) coming to school with symptoms, leading to in-school transmission.

## **Pattern #3: Independent Study questions regarding quarantine and payment**

**Example:** To support instructional continuity for students in quarantine, a package of statutory amendments intended to clarify and strengthen student learning during quarantine was passed on Friday. See information from CDE.

# CA Schools Early Lessons Learned

## **Pattern #4: Staffing shortages caused by low rates of vaccination among staff.**

**Example:** Multiple schools report staffing shortages due to vaccination rates estimated below 70% among staff.

## **Pattern #5: Expanded demand for testing to prevent outbreaks.**

**Example:** Multiple school districts with a desire to ramp up testing immediately, but requires lead time and currently slower because of a sudden national surge in testing demand. Cautiously optimistic that Binax supply for schools in CA is secure.

## **Pattern #6: Schools adjusting to modified quarantine practices but it is contributing to keeping kids in schools.**

**Example:** Multiple schools trying to figure out how to do testing, contact tracing, and keep students in school. Testing resources supporting these efforts.

**Example:** Burbio tracker suggests that testing, modified quarantine, testing, vaccination likely all working to keep schools open.



# Modified Quarantine this Year

**General Rule:** Throughout the pandemic, quarantine was recommended for anyone who had been within 6 feet of a positive case for 15 minutes or more.

**Modified Rule:** CDPH recommends a targeted approach in the context of masking, as does the CDC. Under 'Modified Quarantine', a student may remain in class after a possible exposure if:

1. Both people were wearing a mask;
2. The exposed student remains asymptomatic;
3. The exposed student undergoes twice weekly testing; and
4. The exposed student refrains from extracurricular activities.

**Rationale:** Apply what we have learned about COVID to maximize instructional time, recognizing that masking and testing create additional safety layers.

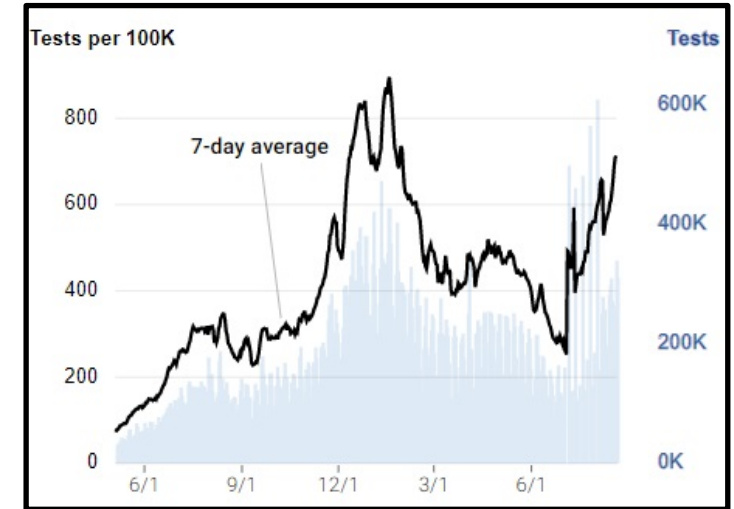
## Tips:

1. Expand testing capacity to meet the testing recommendation.
2. If you have not yet, establish seating charts to help track exposures.
3. Use [Decision Tree](#) now available from CDPH.
4. Where possible, create stable groups to limit the number of students exposed.

# Testing

**Act Now.** School communities across the nation were hoping for less need for COVID precautions this school year. Delta's arrival has created a need for more testing capacity in many schools.

- **Onboarding and Scaling Take Time.** It can take weeks to establish the testing capacity you need. Be prepared.
- **Heightened Demand.** With Delta, testing demand has spiked (see right), so you will be competing with others.



**\*Take advantage of State Resources.** The state can help at **no cost** – the earlier, the better. Kits, technical assistance, software for registration, consenting, reporting, dashboards. Please visit <https://testing.covid19.ca.gov/get-started/>.

Start a testing site in your community

Partner with the State of California to offer COVID-19 testing in your community

 <b>I'm an organization</b> (Such as employer – healthcare or non-healthcare, health center, congregate facilities, faith-based organization, community-based organization, etc.)	 <b>I'm a K-12 school</b> (Such as school district, private school, charter school, local education agency)	 <b>I'm a local health jurisdiction</b> (Local agency providing public health services)	OR	 <b>I'm an individual looking to access testing</b>
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# Staffing

One of the key challenges facing schools is when cases and quarantines cause staffing shortages that, in turn, disrupt the ability to stay open for in-person instruction.

## Key Measures to Consider:

1. **\*Ensure Staff Are Vaccinated or Tested Weekly.** Consistent with the August 11 public health order, encourage and ensure all staff are vaccinated or tested weekly.
2. **\*Employ the Guidance for Vaccinated People.** According to the May 12 public health order, fully vaccinated individuals do not need to quarantine if asymptomatic.
3. **Recruit Retired Staff and Others to Meet Short-Term Needs.** The Governor issued an executive order on August 16 that makes it easier for schools to bring back recently retired K-12 teachers and staff.

# State Supports + Rapid Response

In addition to no-cost testing, the state has multiple supports available for schools.



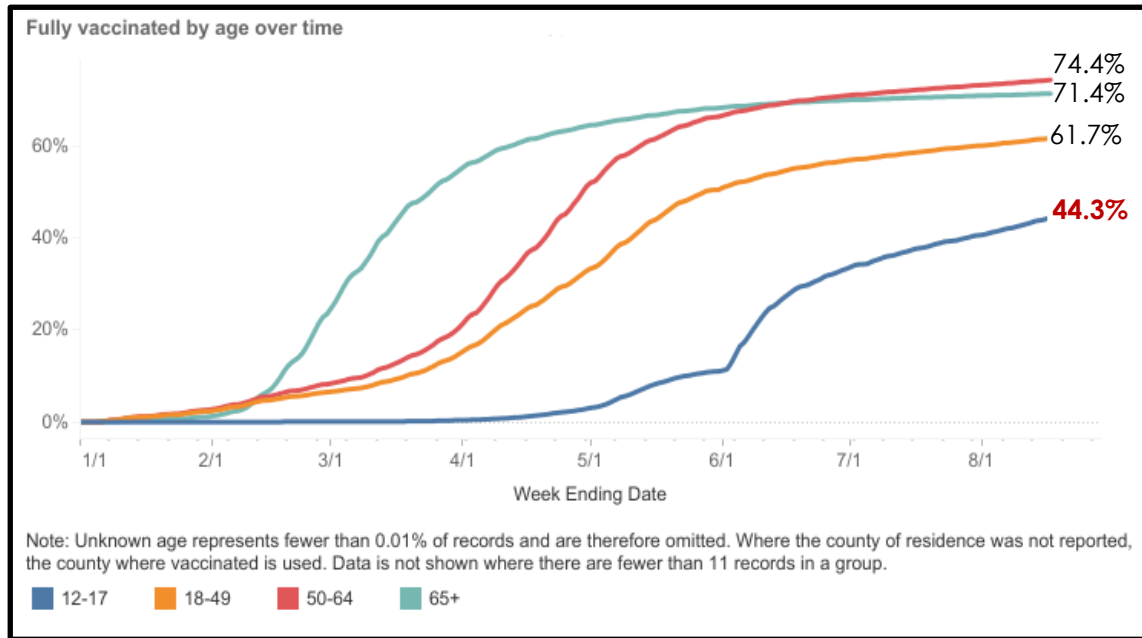
- **636** schools have been provided technical assistance for returning to in-person instruction serving **4,754,519** pupils.
- **407** schools have been provided technical assistance on outbreak mitigation.
- **73** schools have been provided onsite consultation.

**\*Strike teams:** Testing and vaccine strike teams have been and are being deployed to schools with the most acute challenges. **Contact local public health to activate.**



# Vaccines

Vaccines substantially reduce the need for quarantines and contact tracing, especially in middle and high schools.



- **\*\*Authorization for ages 5-11 expected by late Fall.**
- **86.3%** of counties report establishing school-located clinics for the 2021-22 school year.

**Outreach and Engagement.** Assets are available to help promote vaccines (see Google Drive link in references):

- Sample back-to-school **flyers**
- Model content for **newsletters** and school **marquees**
- **Social media** posts and recorded **testimonials**

**School-Located Clinics.** Resources are available to:

- Request **mobile** or **pop-up clinics**
- Request a **pharmacy** to come to your school
- Request **volunteers**
- Become a **vaccine provider** and receive a grant of up to **\$55,000**

# Vaccines (cont.)

If you want help setting up a school-located clinic, please visit:

<https://www.shotsforschool.org/k-12/clinics/>



The screenshot shows a website page with a purple navigation bar containing tabs for 'Child Care', 'K-12', '7<sup>TH</sup> Grade', 'College', and 'Laws'. The 'K-12' tab is selected. Below the navigation bar is a blue header with a photo of a young girl and the text 'School-located Vaccination'. A left sidebar contains a list of links: 'Shots Required for K-12', 'Transitional Kindergarten FAQs', 'Tools for Schools', 'Kindergarten School Reporting Data', 'School-located Vaccination' (highlighted), 'How Is Your School Doing?', 'All Required Vaccines Rate FAQs', and 'Audit'. The main content area features a breadcrumb trail 'ShotsForSchool > Shots Required for K-12 > School-located Vaccination', a title 'Resources for School-located Vaccination Against COVID-19 and Other Diseases', a paragraph about local health jurisdictions, a section 'Benefits of SLV clinics include:' with a bulleted list, and a section 'Resources for schools and local health jurisdictions:' with another bulleted list.

**Child Care**   **K-12**   **7<sup>TH</sup> Grade**   **College**   **Laws**

 School-located Vaccination

Shots Required for K-12  
Transitional Kindergarten FAQs  
Tools for Schools  
Kindergarten School Reporting Data  
**School-located Vaccination**  
How Is Your School Doing?  
All Required Vaccines Rate FAQs  
Audit

ShotsForSchool > Shots Required for K-12 > School-located Vaccination

## Resources for School-located Vaccination Against COVID-19 and Other Diseases

Local Health Jurisdictions, school districts and individual schools all play a significant role in the collective effort to keep students healthy and in school. The California Department of Public Health (CDPH) continues to build resources to support school-located vaccine (SLV) clinics for COVID-19 vaccine, seasonal influenza vaccine and other routine immunizations.

**Benefits of SLV clinics include:**

- the ability to immunize large numbers of children in a short timeframe
- increasing access to underserved students and their families by making vaccination more convenient
- decreasing illness-specific school absences and lowering disease transmission and hospitalization rates in surrounding communities
- maximizing opportunities for students and families to stay up-to-date on recommended vaccines

**Resources for schools and local health jurisdictions:**

- Request a team of personnel (vaccinators, admin, data entry) to put on a vaccine event at your school.\* Schools should contact their [local health jurisdiction](#) and ask them to request staff via MHOACs.
- Request a [mobile or pop-up clinic](#) to come to a school to administer vaccines.\*
- Request a pharmacy to come to a school to administer vaccines.
- Request volunteers for your COVID-19 vaccination site.
- Schools may consider enrolling as a [COVID-19 Vaccine Provider](#) and receive incentives from the CalVaxGrant Program.
- Reach out to your [local health department](#) to discuss planning of a school-located vaccine clinic.
- [School-Located Influenza Vaccination Toolkit \(NACCHO\)](#)
- [Tips for Successful Vaccine Partnerships \(School Based Health Alliance\)](#)
- ["Shoo the Flu" Campaign Toolkit](#)

# Schools Hub and Parent Page



CA Safe Schools for All

## State of California Safe Schools For All Hub

California's **Safe Schools for All Plan** provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.

The Safe Schools For All Hub consolidates key resources and information related to COVID-19 and schools. New resources will be added to the Hub on a routine basis.

### School Administrators & LHDs/Jurisdiction

Portal for School Leaders and LHD/LHJs to Request Technical Assistance from the State Safe Schools For All Team.

[Start Your Request](#) →

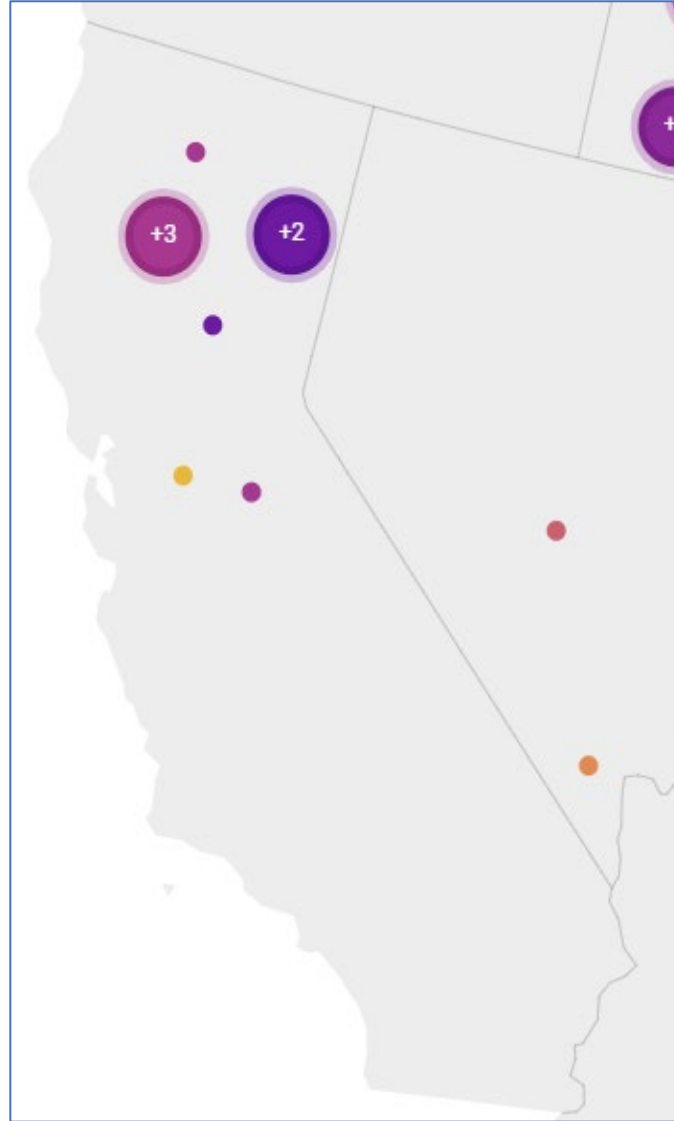
### Safe Schools Parent Page

Information for parents about COVID-19 and school safety.

[Parent Page \(English\)](#) →  
[Página para Padres \(Español\)](#) →

<https://schools.covid19.ca.gov/>

# National and State Context



As of 9/12, in Burbio school tracker



# Meg Cutuli

Los Alamitos USD and CSBA Director Trustee

ADA: 9,500



# Cindy Gardner

Rim of the World Trustee and CSBA Delegate

ADA: 2,723



# Josh Daniels

Oakland USD General Counsel



# Jerry Gallagher

Partner, The Donovan Group





Donovan Group  
School Communications

# COMMUNICATION SUPPORT

**FOR A POTENTIALLY CONTENTIOUS BOARD OF EDUCATION MEETING**

News stories from across the country indicate that public and community engagement at local school board meetings are becoming more and more contentious due to a host of reasons, but primarily due to diverging opinions about curriculum and safety protocols.

The question that we have received from school and district leaders over the last month is “what should we do if we have protests at our school board meetings?”

This document is intended to serve as guidance for your board and school leadership team to ensure that community members have the opportunity to voice their concerns and meaningfully address the board, while also keeping things safe and ensuring a productive meeting.

Please let us know how and when we can be of further assistance!

- The Donovan Group

## BEFORE THE MEETING:

- Review your district’s policies for board meetings and consider whether or not there is a need for the superintendent to seek legal counsel
  - Policies to consider for review
    - Dealing with visitors and ability to limit access to school grounds
    - Public comment or participation at board meetings
    - Rules of order or engagement at board meetings
- Anticipate the worst and prepare the board members and superintendent for possible scenarios at the meeting
  - Develop plans for action in response to each
- Remind board members of the district’s chain of command for communications regarding public concerns or complaints



## SECURITY MEASURES

- Determine who will maintain order or stop the meeting to address disruptive behavior of the public - Consider a Sergeant of Arms as a neutral party
- Notify local law enforcement or collaborate with school security officials of a potential concern at the meeting and have a plan if there is disruption
  - Establish safe entry and exit points for board members and staff to not have to engage or confront hostile individuals
- Assign members of the leadership team to monitor social media during the meeting and address misinformation in the moment
- Assign members of the leadership team roles for the meeting to monitor and offer assistance as needed to members of the public



LEARN MORE ABOUT THE DONOVAN GROUP AT [donovan-group.com/](https://donovan-group.com/)



# COMMUNICATION SUPPORT

FOR A POTENTIALLY CONTENTIOUS BOARD OF EDUCATION MEETING



## BEFORE THE MEETING, CONTINUED:



### MEDIA RELATIONS

- If at all possible, share a press release or communication to staff and families prior to the meeting to dispel circulating rumors or misinformation
  - If deemed necessary, designate an area for media and prep a media advisory to send to press
- Offer present media to interview the superintendent or a board member in a quiet location and prepare with key messages in advance

## DURING THE MEETING:

- Request a sign-in for individuals who would like to publicly comment that seeks their name, address, and topic of discussion
  - Use this form for calling public forward to speak to the board
- Establish norms for proper decorum at the onset of the meeting
  - Provided by Board Chair or Superintendent
- Watch for signs of potential hate speech on individuals clothing or signage brought into the meeting
- Monitor social media and address misinformation
- Coach the superintendent and board members to be intentional in not confronting or becoming emotional with the public, and to keep the focus on the "why"
  - The "why" = what is best for your students
  - Stick to the facts with responses
  - Lean on the tenets of your district strategic plan



## AFTER THE MEETING:



- Follow the meeting up with a prompt press release with key messages for both internal and external stakeholders
  - Be the first to communicate out
    - If reasonable, offer the media an interview with the superintendent or a board member in a quiet place to share out key messages
    - Consider whether or not there is any negative impact to students, staff, or families from the meeting and if so, take action to address
  - Encourage the superintendent to follow up with individuals by sending personal emails or making phone calls to build and maintain trust
- Debrief as an administrative team and board to determine ways to improve in the future
  - Tend to any potential trauma for members

LEARN MORE ABOUT THE DONOVAN GROUP AT [donovan-group.com/](https://donovan-group.com/)





CSBA has partnered with the Donovan Group to offer the **Crisis Communication** program for LEAs across the state.

**The service includes:**

- Live counsel over the phone
- Custom talking points, parent letters, news releases, social media posts & other content
- A yearly fixed fee, with affordable rates for districts of all sizes
- Communication services to parents, students, community members and other stakeholders
- No limit to number of times you can use the service

**TO GET STARTED, CONTACT:**  
**Joe Donovan**  
[joe.donovan@donovan-group.com](mailto:joe.donovan@donovan-group.com)

# Teri Vigil

**Governance Educator/Consultant, CSBA**

**Trustee, Fall River USD**

**ADA: 1,100**





# Why Think about Governance during Crisis?

- We run for the board as an individual but govern as a team.
- A strong governance team that abides by agreed upon norms and protocols are better able to handle the pressures during crisis.
- Strong governance teams stand behind their decisions and use a collective voice for messaging.
- The success of the team is a responsibility of each trustee.

# An incident becomes a crisis when it....

- Traumatizes the system
- Erodes public confidence in the district
- Becomes “Hot News”
- Disrupts the educational process
- Has potential for financial loss from litigation

# The Board President's role in meeting management

- Shares the agreed-upon meeting norms, including public comment, at the beginning of the meeting, and invites the public to abide by those meeting norms.
- Makes sure during public comment that trustees are not engaging with the public.
- Keeps the focus of the meeting on the agenda and completes the district's business.
- Acknowledges the fact that if there is major disruption from the public at the meeting, a break may be called or if serious enough, the room may be cleared.

# The Board President's role in meeting management

- Sets up the meeting room in such a way that the board members can see each other during discussion (horseshoe configuration). This works two ways; it facilitates better discussion between board members, and it is a reminder that this is the school board's meeting in public.
- Works with the superintendent to make sure there are security measures in place to ensure safety for all.
- Reminds the team to model decorum and civility and suggests this to the public attendees.
- Holds the team and public accountable for following meeting norms, protocols and policies including your civility policy if so adopted.

# Keith Bray

CSBA General Counsel and Chief of Staff



# Disruption in the board room - what to do?

“In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the members of the legislative body conducting the meeting may order the meeting room cleared and continue in session.” Gov’t. Code § 54957.9

# Disruption in the board room - what to do?

- Disruption has to be significant and based on **how** **and when** its expressed not **what** is expressed
- Disruption can include threats of harm but also can include speech that is irrelevant, repetitious or that goes on too long
- Disruption can include conduct such a refusing to leave the podium, hateful/obscene gestures, not wearing a mask

# Disruption in the board room - what to do?

When a speaker or members of the audience willfully prevent the board from conducting its meeting in a reasonably efficient manner, board's may respond in a variety of ways:

- Use the gavel to inform/warn the person(s) that the meeting will not be able to continue until they stop their disruptive conduct/speech;
- Announce the speaker is out of order and announce authority to remove speaker
- Continue the item to later in the meeting or to another meeting
- Recess the meeting and announce authority to clear the room if order not restored
- Recess the meeting and clear the room
- Recess the meeting and move it to another room with just the media and non-disrupters present- consider providing another space for the disrupters
- Adjourn the meeting to another day



# Questions?

The screenshot displays the GoToWebinar interface. At the top, there is a menu bar with 'File', 'View', and 'Help'. Below it is the 'Audio' control panel, which includes a 'Sound Check' indicator and three radio buttons: 'Computer audio' (selected), 'Phone call', and 'MUTED'. The 'MUTED' status is highlighted in orange. Below the radio buttons are two dropdown menus for 'Transmit' and 'Receive', both set to 'Transmit (Plantronics Savi 7xx-M)'. A volume slider is visible between the dropdowns. Below the audio settings, it says 'Talking: Liz Davis'. A red rectangular box highlights the 'Questions' section, which contains a text input field with the placeholder text '[Enter a question for staff]' and a 'Send' button. At the bottom of the interface, the text 'Webinar Housekeeping' and 'Webinar ID: 608-865-371' is displayed, along with the GoToWebinar logo.

# Thank you



**California School Boards Association**  
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